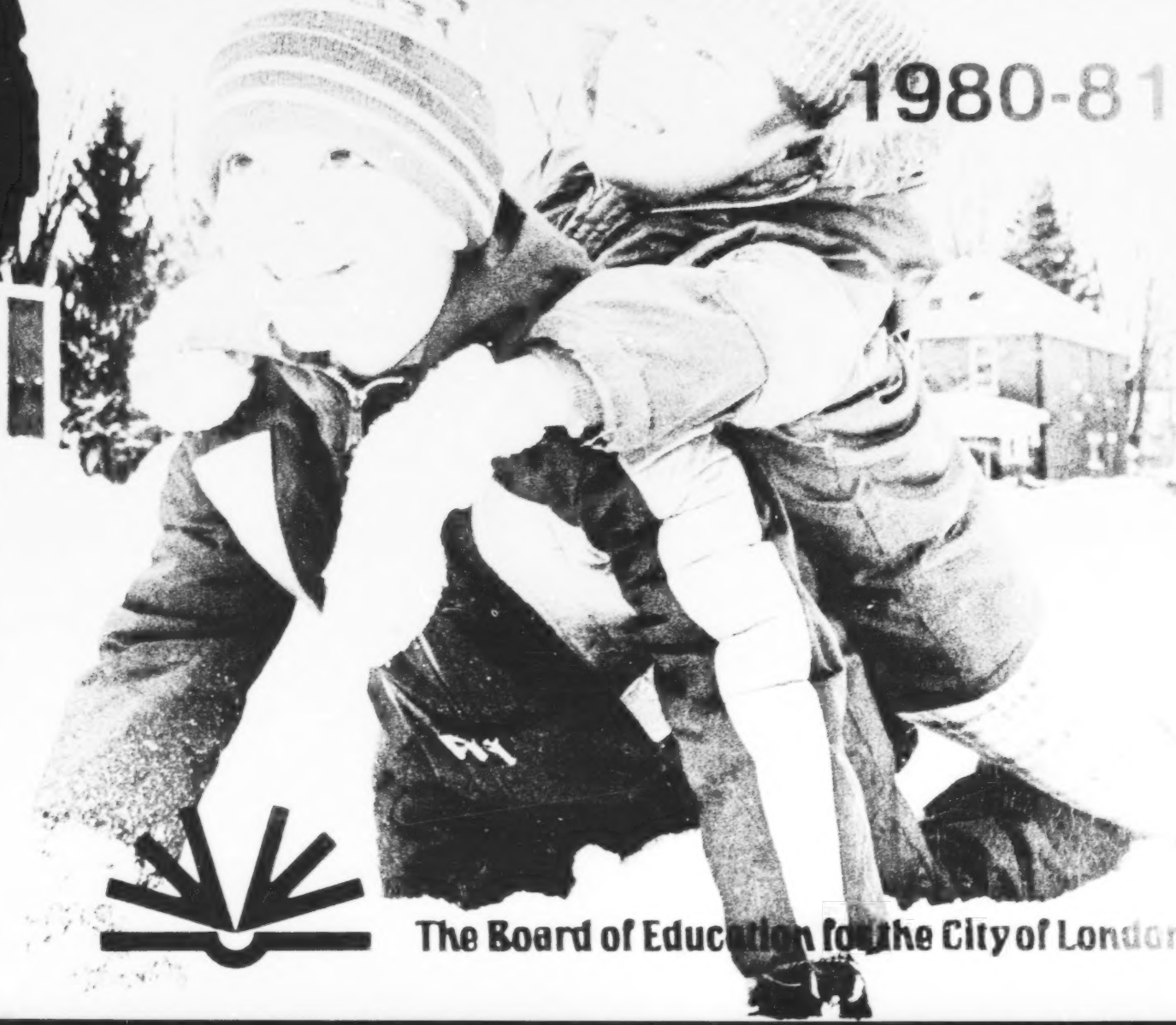
ANNUAL REPORT

1980-81



The Board of Education for the City of London

The Annual Report provides an opportunity to review the year and place before the public a summary of the activities of the Trustees and Administration of the Board of Education for the City of London.

This year, as you will observe on reading the report, has been an active one, a progressive one and a year of challenge and opportunity to grow. That challenge has been met with the cooperation of all our staff. The next few years will continue to be a challenge as these new plans are implemented.

Since the last review, the method of electing Trustees has been changed. The new Board was elected under the ward system with the hope that the constituents would feel they are better represented and that they have a closer liaison with the Trustees. Time will be needed to measure the success of the ward system of electing Trustees. The Trustees have tackled the business of the Board with vigor and enthusiasm and have made the position of Chairman worthwhile and rewarding.

The next year will be another exciting year as the final report of the Secondary Education Review is tabled with the Provincial Government, as we continue implementation of our Special Education Five-year plan, and as we strive to keep the London system one of the best in Ontario.

I hope you will read this report with interest and let us know how you feel about the activities of the Board during the past year.

May Parkinson
Chairman

Field trips are a pleasant way of learning. Stephen Leonard of Byron Northview Public School experiences the taste of maple sap being collected the old fashioned way at Lake Whitaker sugar bush.

From the Director

Madeline Hardy
Director

The first Annual Report which I have the honour, as Director of Education, to present, covers the work and achievements of the Board of Education for the 1980-1981 school year. Although no major administrative changes were initiated during the year, it was, none the less, a particularly active and productive year. In spite of declining enrolment figures, interest in curriculum and organizational change was unusually high.

MINISTRY OF EDUCATION INITIATIVES

The 1980-1981 school year began with several significant announcements from the Ontario Ministry of Education. In 1980 June the Ministry published a report entitled **Issues and Directions** which outlined Ontario's educational goals and set down some long term plans and suggestions.

In 1980 December, Bill 82, Ontario's landmark legislation concerning Special Education, was approved and the London system quickly became heavily involved as one of the Ministry's pilot boards to test the implementation of the legislation.

The third Ministry initiative was the Secondary Education Review Project, a year-long study of the future of Secondary Education in Ontario.

BOARD AND COMMITTEES

During 1980-1981 the Board's change to the ward system of electing trustees resulted in an increase from 15 to 17 trustees and the election of nine new trustees. This meant, of course, that several experienced trustees left the Board. I am sure that it is appropriate to note the long and exemplary service of veteran Trustee Rt. Rev. Bishop W. A. Townshend who retired in 1980 December after serving the Board well for 33 years.

The new Board continued to follow the committee model established by former Boards. The extensive committee network used by both Board and administration, while time consuming, does serve to involve many people in the decision-making process in a cooperative and productive way.

COMMUNICATION

During my first year as Director of Education, I attempted to enhance communication within the system and to the London community. In the course of many presentations to school and community groups, both personally and by the use of educational television services, I emphasized my priorities for the school system:

- That schools should consider of first importance the growth and development of students — self-development, academic growth, skill development, and citizenship development.
- That all who work in schools should share a commitment to working as a team to assist young people to learn.
- That the school system should be a healthy one in which people are of the first importance.
- That individual schools should grow, change, and develop an individual character.

MAJOR PROJECTS

A number of major committees were at work during the 1980-1981 year and were successful in producing sound recommendations for the future. The System Study Committee met for many months to consider the administrative changes which were necessary over the next five

Erik Jansen and Deaney Ferraro clasp hands in the Princess Anne School performance of The Toy Soldier. Forty students from the school for the developmentally handicapped eagerly participated in the production.

years. The two major recommendations which were accepted had to do with changes in Planning and Coordination, and in the Board's Public Information process. A Planning and Coordination Committee was appointed, with plans to name an Assistant Superintendent of Planning and Coordination on 1982 July 01. A representative Public Information Committee was also appointed and was requested to expand the Board's information services, through the office of the Executive Secretary. In connection with the system study, a five-year plan for program development needs was produced and approved. This, along with the personnel changes accepted from the Special Education Pilot Project Report, constituted some substantial program changes and additions.

Three important studies were conducted by the Operations Department. The first was a five-year plan for the growth of Continuing Education programs in the system. The second, a study of school leavers or dropouts, resulted in an extensive set of recommendations which will be in the initial stages of implementation during 1981-1982. Finally, following the Board's decision to discontinue the use of corporal punishment in the schools, a committee produced a handbook for teachers related to classroom management.

Following almost two years of work, the Computer Steering Committee's recommendations to acquire new computer equipment for business, administrative, and instructional uses were approved along with a revised administrative structure for the Computer Services Department.

A Facilities Committee considered future needs for physical plant and recommended the conversion of the Sir Adam Beck Secondary School to an Education Centre after the closing of the school in 1982 June.

EMPLOYEE RELATIONS AND STAFFING

Despite the occurrence of the Board's first work stoppage in its long history, resolution was attained, and agreements were reached with all employee groups whose contracts expired during the year.

Because of excellent management in the Operations and Personnel Departments, London, unlike many other large boards, did not experience the teacher redundancy problems which might have been expected.

IN CLOSING

In a time of school closings and declining enrolment it was refreshing to be able to witness the opening of a new school. The Forest City School - Lady Beck Campus was opened in 1980 November and the renovated facilities at Lady Beck were much admired. It was a proud moment also for the Board to receive the Canadian Council for Exceptional Children Award for the most comprehensive Special Education policies in Canada. This award was presented in Halifax in 1980 October.

London continues to maintain a superior school system because people at all levels of the system still care and share some commitment to the schools and the community. The students and their parents care; trustees are concerned and willing to give generously of their time and energy; the public and the media are anxious to maintain a quality school system; and the Board's employees are loyal and energetic. As Director, I am responsible for the quality of education in our schools and I am able to assure the citizens of London that we do enjoy quality education here. My visits to all the secondary schools and one-third of the elementary schools during the past year only served to reinforce much other evidence and data to support this fact. Any large educational system faces problems and will continue to face them for this is the very nature of life, growth, and change. When problems arise they are dealt with in the schools, in the Education Centre, and by the Board to the best of our abilities and resources.

I am grateful to all those thousands of people who work so faithfully to make possible the efficient work of our school system. I thank all employees, principals, members of senior administration, the trustees, and especially the two chairmen with whom I worked this year and who were very supportive of my efforts - Mrs. Wilma Bolton and Mrs. May Parkinson.

Madeline I. Hardy

Grade III pupils at Princess Elizabeth Public School learn how to make zuchinni bread with ingredients which the pupils brought to school. Teacher, Joanne Warren, instructs Ronjon Sircar and Monica Juhaszi on mixing the dough.

PROGRAM

EARLY IDENTIFICATION

The earlier a learning difficulty can be detected the earlier intervention procedures can be used to help overcome the difficulty so that a child is able to achieve success. A program of early identification and intervention has been in effect in the primary classes for three years.

Around the time of registration, basic health and family information for a child are obtained by the Public Health nurse. If this information is related to any possible difficulty at school, the nurse will share her data and make recommendations to the parents and the school principal so that help may be provided as soon as possible.

At least once during the year, teachers review every child in terms of the possibility of any significant learning difficulty or health problem. In those instances where concerns are noted, the teacher consults with parents and the school support team to determine the nature of the problem and to establish appropriate program plans.

The intent of early identification is to ensure that for every child who may have difficulty in school, teachers and parents can intervene on a cooperative basis and can, therefore, provide effective support as soon as possible. Children with problems will get help quickly and subsequently should experience greater success.

TECHNICAL EDUCATION

The Board of Education has continued to work closely with the London Industrial Training Advisory Board (LITAB) in an effort to meet the increasing need for skilled trade persons in this city and the surrounding communities. (LITAB is composed of industrial business leaders, consulting staff and administrators.)

If the perceived demand for the training of skilled and semi-skilled workers is to be met, facilities and equipment for training will have to be provided. A subcommittee has been looking at the concept and need for an Industrial Training Centre. It is expected that once trainees leave the Centre and become employed in industry, many of their employers will indenture them as apprentices to complete their training under the guidance of the Apprenticeship Branch.

In the meantime, some of the London Secondary School shops are being utilized in the evenings to support LITAB's training program.

LANGUAGE USE AND DEVELOPMENT

A major focus of attention in 1980/1981 at all grade levels was the importance of language use and development. This emphasis was carried out through a program called Language Across the Curriculum. Through the program, attention is focussed on active language use in the classroom as distinct from correct language use.

Implementing the principles of this concept means providing more time for speaking, writing, reading and listening so that students can turn information into knowledge by making ideas and concepts their own. They are encouraged to use language, often experimentally, to generate thought and explore ideas in a positive classroom atmosphere.

Thinking, listening, speaking and writing are all inextricably connected, and if a person is able to use language clearly, he or she is able to think clearly. It is by accepting the students' own language initially and helping them develop it instead of suppressing it and making it conform too early to rigid rules, that our teachers help strengthen the thought processes of students and their skills of communication.

The strain of competition is evident in the face of Christa Faris of Laurier Secondary School as she competes in the midget long jump. She won.

COMPUTER LITERACY

Computer literacy refers to a knowledge of the technical aspects and the capabilities and limitations of computers. Bits, chips, basic, and bytes are buzz words of the new jargon with which students will have to cope when they leave school. The Minister of Education has expressed the need for computer literacy courses in schools.

Two courses concerning microcomputers were held for teachers on Saturdays for five weeks. Both courses were filled. Teachers having the training were permitted to borrow one of the Board's microcomputers for short periods of time to introduce the subject to their students. Other teachers were able to use microcomputers for remedial and enrichment activities. Students who had the opportunity to use the machines were fascinated by the functions they perform. They are perceived by educators as excellent tools for language development programs and training in problem solving.

Several pilot projects involving a number of secondary and elementary schools worked to the advantage of the students involved and assisted Curriculum and Special Education personnel in their planning for computer-assisted learning for the future in London schools.

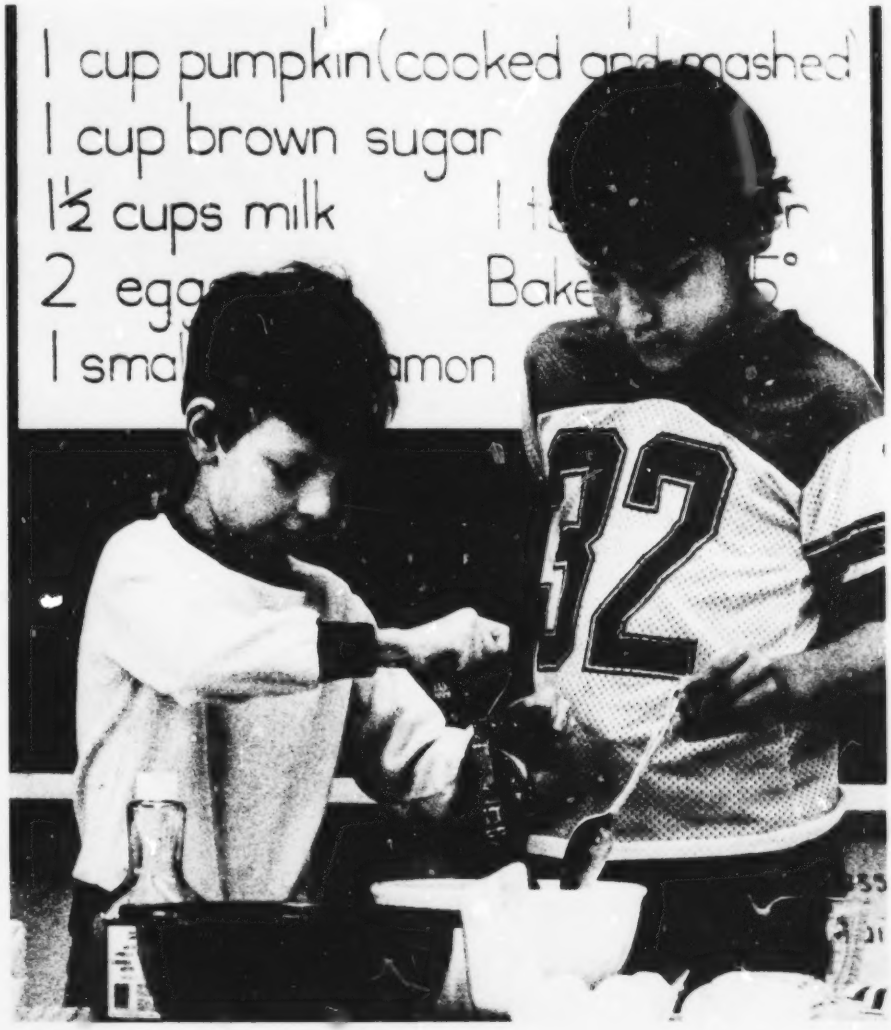
FAMILY STUDIES/ INDUSTRIAL ARTS

This year has seen the successful completion of the implementation of compulsory coeducational Grade 7 and 8 programs in Family Studies and in Industrial Arts. All Grade 7 and 8 students received instruction for two hours every six-day cycle for one half of the school year.

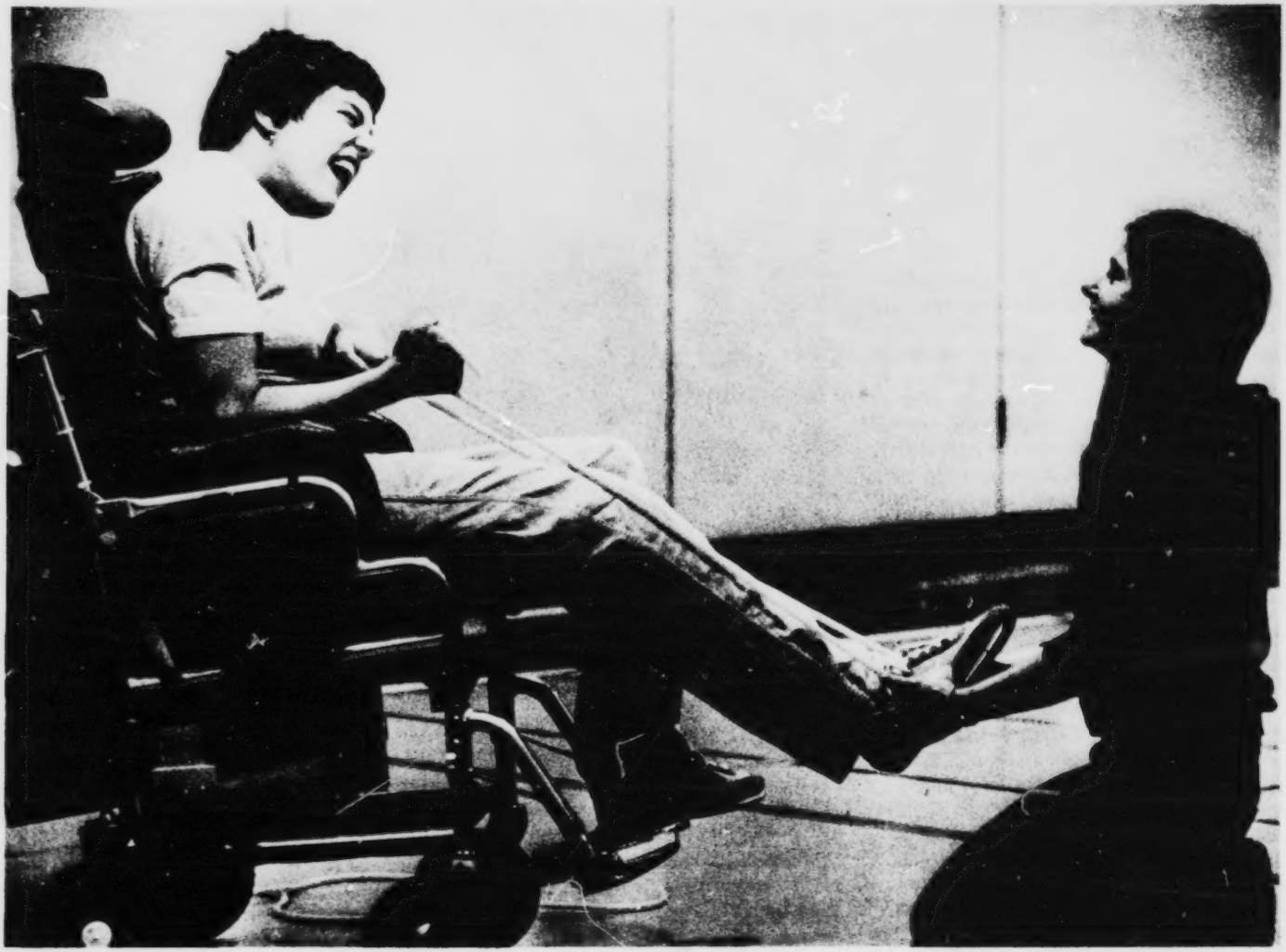
The coeducational approach to both subject disciplines necessitated the writing of new guidelines and courses of study.

Industrial Arts introduced the student to technological studies and allowed exploration in a limited way to machines, materials and problem solving. This approach included safe handling of powered equipment as well as construction and design in the development of life skills.

In Family Studies, students were introduced to basic knowledge and skills fundamental to food and nutrition, clothing, housing, management of family resources and the family and child. This was accomplished through a balance of theory and practice during which students developed abilities to attack problems independently and make decisions related to successful family living.



John Paul Wright and Steve Hewitt, students at Northridge Public School use spoon and beater to whip up a batch of pumpkin pie filling. The students in a learning disability class prepared a Thanksgiving dinner and joined in feasting with 17 guests.



Debbie Willows, a physically disabled student at Saunders Secondary School, uses a plastic rope during a physical education class. She is helped by volunteer Sue Dickson.

ALTERNATIVE SCHOOLS

The EXIT and BETA alternative schools began the 1980/1981 academic year in new quarters at 263 Bathurst Street. These programs provide a different type of structure with a close degree of instructional supervision for certain students who have difficulty with the regular classroom program.

The building accommodating EXIT on the ground floor and BETA upstairs is admirably suited to its purposes. Its space and light provide pleasant surroundings for staff and students. Another much appreciated innovation this year was a part-time secretary who was shared by the two schools and who helped significantly by freeing teachers from time-consuming, but essential secretarial tasks.

EXIT now has three teachers and offers a total of 48 different credit courses, including Physical Education, to about 70 students. EXIT is operating at optimum efficiency and productivity.

The addition of two Instructional Assistants to BETA staff allowed development of a work-experience program, regular small group counselling sessions, more varied curricula and more individual instruction and counselling.

EDUCATIONAL TELEVISION

The Educational Television Network of the London Board of Education was established in 1969. The efforts of the E.T.V. staff are devoted to facilitating a deep penetration of the curriculum and a provision of service efficiency that teachers appreciate and use.

In spite of rising costs and high-rate equipment obsolescence, the E.T.V. network provides more television programs to students than any Board in Ontario --and at lower real costs than most. The microwave broadcast system provides easy access to 4,000 video titles with no more technical involvement by teachers than operating a home television set and a telephone.

In spite of the reduction in number of classes, the use of television in London schools is growing significantly.

ACHIEVEMENT FORMS

As part of the Board's ongoing efforts to improve communication between the home and the school, three committees made up of parents, teachers and administrators representing the Primary, Junior, and Intermediate divisions met to review the elementary school student achievement forms (report cards).

Their meetings led to revisions in formats and wording. Interim check-off forms were introduced as mid-term reports which would indicate students' attitudes, work habits, cooperation, etc. These reports were designed to complement the more detailed reports of January and June which include grades.

The manner of providing student achievement reports will continue to be reviewed. As experience is gained with the new and revised forms, it may be found that further changes are necessary in order to provide parents with an accurate and meaningful report on the level of achievement of their children.

IN GENERAL

The French Program was extended to Grade 6 and curriculum guidelines are being rewritten from Grade 6-13 to accommodate the increased year of study.

Five new half-day Junior Kindergarten classes opened in 1980 September. The number of classes increased to 31 in 1981 September.

A program of orientation with respect to disabled persons is being carried out by local disabled people under the sponsorship of the Ontario March of Dimes. The program includes a film and discussion on the problems of the disabled. In the schools in which the program has been carried out there has been an increase in the understanding of students of the daily difficulties faced by disabled people. The program continues through 1981, the International Year for Disabled Persons.

Grades I to V pupils at John Dearness Public School taking part in a special French program at the school, cluster around teacher Marie Sajecki, and the book she's showing them. Program organizer, Gayle Sheridan, watches their enthusiasm.

OPERATIONS

ENROLMENT DECLINE

Enrolment decline continued to be the major problem facing the Operations Department. 1980 September saw a reduction of 449 in the elementary schools and a reduction of 435 in the secondary schools. Forecasts indicate a further decline over the next five years.

Fewer students means fewer teachers, and the Operations Department has been hard pressed to meet the need to reduce staff. Teachers have assisted in this regard in several ways such as voluntarily reducing to half-time positions, taking unpaid leaves of absence and in the secondary panel through a plan of working four out of five years. During the four working years, the teacher receives 80% of regular pay. The other 20% is accumulated and paid during the fifth year.

It is anticipated that the elementary enrolment will continue to decline over the next five years. However, it is predicted that this rate of decline within the elementary schools will ease. At the secondary level, however, the next few years will represent the greatest years of decline. In the next two years, it is projected that the secondary panel will decline by 1,560 students. By 1985, the secondary panel will have lost approximately 20% of its enrolment and will have a student population in the range of 14,900.

Superintendent of Operations, W. Ford, and students at Prince Charles Public School look on as R. Metras, P.U.C., and teacher, Adell Martyn, plant a tree at the school during Arbor Day celebrations.

SCHOOL ACCOMMODATION

Enrolment decline creates problems of small classes and double grades and causes the Board to look at school accommodation and possible consolidation of facilities to solve the problems.

A Committee of citizens and trustees in the Medway District studied the school accommodation needs of the District during the past year. The Committee, faced with the shortage of elementary school classrooms in the district, looked at all viable means of providing school accommodation for the students. In the end, the Committee recommended to the Board and the Board approved, that the students continue to be bused to St. George's, Clara Brenton and Lorne Avenue Public Schools where there is a surplus of classroom space.

The reduced number of students in the secondary panel presents a more difficult problem than in the elementary panel. Specific subjects have already been curtailed in some schools because of lack of enrolment. Students wishing to take subjects not offered in their home school may enroll at another school where the subject is offered and space is available. However, students attending a school other than their home school for this purpose are responsible for their own transportation.

FRENCH LANGUAGE SCHOOL

Since its inception, the Board's French Language School, Ecole Alexandra, has seen increased numbers of students each year. In 1973, the first year of operation, 219 students enrolled. In 1980, there were 378 students. The school gradually outgrew the King Street facility.

The Board decided to relocate Ecole Alexandra at Oak Park Public School in 1981 September. It is anticipated the enrolment will rise to 422 students. Transportation is provided by the Board to the school for all students who live more than two miles from the school.

CONTINUING EDUCATION

The Department of Continuing Education is one area that shows a steady increase in enrolment. Since 1978, the enrolment in evening school classes has risen from 3,495 to 5,385. A comprehensive program of credit and non-credit courses was offered.

SCHOOL EVALUATION

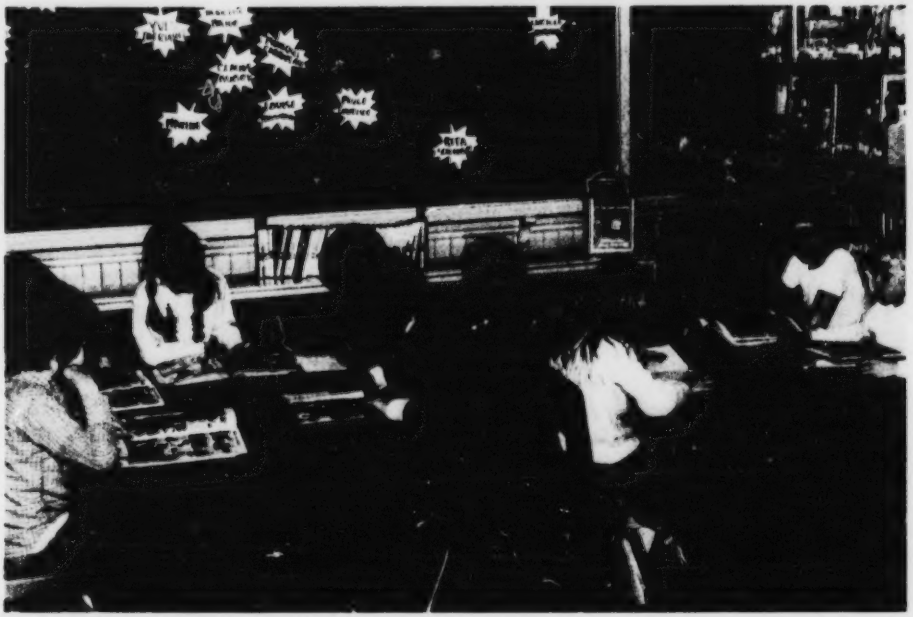
In order to ensure that schools are operating efficiently and providing a quality education to the students, a system of team evaluation has been designed. Over a period of a week, a team of senior administrators visits a school and evaluates the program, the services and the administration. Following the evaluation procedure, a meeting is held with the staff members to draw to their attention the areas of excellence and those where improvements can be made. The total process is one of positive analysis and is designed to assist the school to improve its services to the students.

PROGRAM 60

After many months of planning, a program for seniors (age 60 and over) was started at H.B. Beal Secondary School in 1980 October. The program provided seniors with the opportunity to participate with students in the regular day-time program as well as the opportunity to take part in programs especially designed for them.

One of the most popular programs was swimming, with over 100 attending classes each week. Other popular programs included yoga, cooking, sewing, geneology, photography, book talks and balcony gardening. Once a week an "Open Forum" was held with speakers and discussion on topics such as --Psychology in the 80's, The Environment Crisis, Your Life and Medication, and An Income Securities Program. Seniors were also able to benefit from the use of the staff cafeteria where a nutritional meal was available at lunch time.

Program 60 ran for three terms -- fall, winter and spring. Each term was ten weeks in length.



BUSINESS

FINANCE

In 1981 March, the Board approved a budget of $107,069,000. which represented an 8.2% increase over the 1980 budget. The mill rate increase amounted to 5.7%. The major reasons for holding the mill rate increase at 5.7% were the $1.64 million surplus carried into 1981 and an increase in provincial grants.

Despite the increase in grants, the portion of the education tax paid by the Province continues to decline. In 1976, the Province paid 52.6% of the cost of education in London and in 1981 will pay 48.2%. The difference has been assumed by the local taxpayer through increases in property taxes.

The Board continued to follow its policy of funding capital construction from current funds. The last debenture issued by the Board was in 1974. The Board's debenture debt stands at $12.9 million and by 1985 will be reduced to $5.9 million. The debenture retirement plan and funding policy reduces the interest charges that taxpayers have to pay.

Superintendents Jack Morris (left) and Roger Macaulay (right) look on as Bill Murray instructs Joy Worton, Secretary, in the operation of the energy control system.

ENERGY CONTROL

During 1980 a computerized energy control system was installed in 32 schools. When the schools opened in 1980 September the system was operational and temperatures in the schools were controlled by computer program.

The computer is alerted when the schools will be occupied and by means of electronic controls actuated by signal from the computer, heating, ventilating and cooling systems are turned on and off as required. The result is that systems are turned off when not needed and energy is not being consumed.

The system cost $537,000. to install, but it is expected to pay for itself through savings on energy costs in three to four years.

RENOVATIONS AND MAINTENANCE

Although no major construction programs were undertaken, an extensive program of maintenance and renovations was carried out.

1980 September saw the opening of a new gymnasium at Victoria Public School. This was a pilot project to determine if a demountable building could provide the environment for a Physical Education Program in an elementary school. The experiment has been a success and the Board has approved the installation of a further unit at Westdale Public School in 1981.

H.B. Beal Secondary School opened in September with a new cafeteria constructed at a cost of $51,000. The renovated facilities replaced a cafeteria installed and in continuous operation since 1949-50. The design of the new cafeteria is a scramble layout which allows a large number of students to be served with a minimum of waiting.

Increased enrolment in the Food Services Department at Sir George Ross Secondary School led to the extension of the existing kitchen to provide an enlarged preparation area. The renovated facilities provide four-year students the background education to enter employment in food services in the business community.

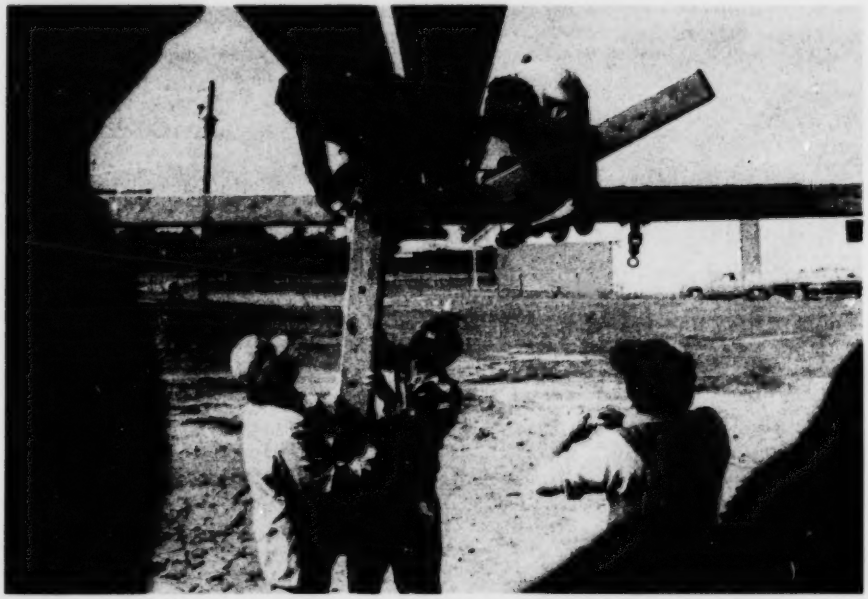
PERSONNEL

Although there has been a reduction of 119 members since 1976, primarily the result of declining enrolment, the Board remains one of London's largest employers.

The total full-time equivalent staff complement of 3287.42 consists of 3142 full-time and 274 part-time permanent employees. The total number on the payroll increases to 5018 with the addition of occasional teachers and other staff employed from time to time on a casual basis.

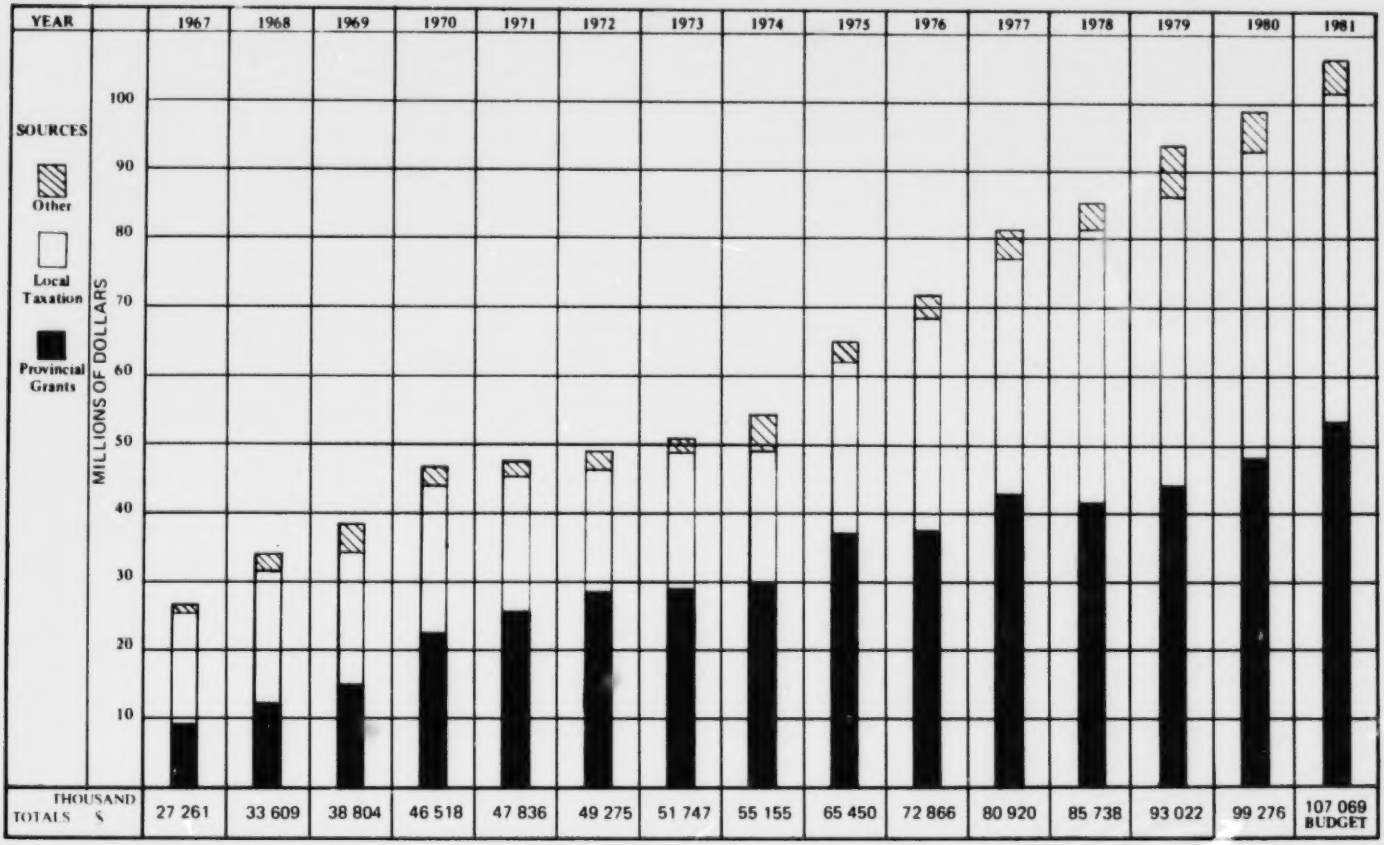
Our employee family consists of 2455 teachers supported by a custodial staff of 357, and an office and clerical staff of 299.

To carry out the regular maintenance and warehousing program requires 71 people. The balance of the staff is employed in other support services such as E.T.V., teacher assistance, and in supervisory and administrative positions.



Parents from Northridge Public and St. Marks Separate schools work together to assemble playground equipment. The community raised $80,000 to fund the project.

OPERATING REVENUES RECEIVED



	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
THOUSAND TOTALS $	27 261	33 609	38 804	46 518	47 836	49 275	51 747	55 155	65 450	72 866	80 920	85 738	93 022	99 276	107 069 BUDGET
% OF REVENUE															
Local Taxation	59.1	56.4	51.4	45.3	40.2	37.1	37.5	35.1	37.1	42.8	43.1	45.4	45.1	46.6	47.6
Provincial Grants	35.1	36.5	36.6	49.1	54.9	57.1	56.4	54.3	58.2	52.2	52.6	49.4	47.6	48.0	48.2
Other Revenue	5.8	7.1	12.0	5.6	4.9	5.8	6.1	10.6	4.7	5.0	4.3	5.2	7.3	5.4	4.2
	100.00	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	42.3	43.8	45.1	46.0	46.5	46.5	46.3	45.4	45.3	44.9	44.4	43.7	42.8	41.9	41.0

FINANCIAL STATEMENTS

(Ministry of Education Format in Thousands of Dollars)

REVENUES	1977 Actual	1978 Actual	1979 Actual	1980 Actual	1981 Budget
Local Taxation	$ 34 881	$ 38 955	$ 41 921	$ 46 270	$ 50 973
General Legislative Grants	42 562	42 385	44 312	47 657	51 613
Tuition Fees	2 559	2 689	2 746	2 882	2 949
Rental Revenue	66	57	81	85	87
Recovery of Capital Expenditure	27	157	2 090	389	41
Transfer from Other Funds and Reserves	320	855	1 033	864	453
Other Revenue	505	640	839	1 129	953
	$ 80 920	$ 85 738	$ 93 022	$ 99 276	$107 069
EXPENDITURES					
Business Administration	$ 1 510	$ 1 635	$ 1 763	$ 1 883	$ 2 261
Computer Services	475	493	525	609	794
Instruction	59 807	64 404	68 740	73 973	81 069
Audio Visual, Library, Psychological and other Education Services	1 666	1 730	1 841	1 942	2 300
Attendance, Health & Food Services	166	181	212	240	299
Plant Operation & Maintenance	10 295	11 188	11 920	12 541	14 120
Pupil Transportation	893	1 012	1 321	1 660	1 958
Tuition Fees	35	26	12	34	28
Capital Expenditure (Non-Allocable)	1 780	790	1 278	1 283	1 285
Other Operating Expenditure	76	54	41	22	12
Debt Charges & Capital Loan Interest	2 921	2 872	2 675	2 563	2 471
Transfer to Reserves	1 006	1 049	2 258	2 195	—
Refunds and Remission - Municipal Taxes	290	304	436	331	472
	$ 80 920	$ 85 738	$ 93 022	$ 99 276	$107 069

HOW THE EDUCATIONAL DOLLAR IS SPENT

	1977 Actual	1978 Actual	1979 Actual	1980 Actual	1981 Budget
Business Administration	1.87¢	1.91¢	1.93¢	1.90¢	2.11¢
Computer Services	.59	.58	.57	.61	.74
Instruction	73.91	75.12	75.24	74.51	75.71
Audio Visual, Library, Psychological and other Education Services	2.06	2.02	2.02	1.96	2.15
Attendance, Health and Food Services	.20	.21	.23	.24	.28
Plant Operation & Maintenance	12.72	13.05	13.05	12.63	13.19
Pupil Transportation	1.10	1.18	1.45	1.67	1.83
Capital Expenditure (Non-Allocable)	2.20	.92	.74	1.29	1.20
Other Operating Expenditure	.14	.09	.06	.06	.04
Debt Charges and Capital Loan Interest	3.61	3.35	2.93	2.58	2.31
Transfer to Reserves	1.24	1.22	1.30	2.21	—
Refunds and Remissions of Municipal Taxes	.36	.35	.48	.34	.44
	100.00¢	100.00¢	100.00¢	100.00¢	100.00¢

ENROLMENT

Enrolment	1977	1978	1979	1980	1981
Elementary	26 877	26 212	25 619	25 170	24 552*
Secondary	18 258	18 392	17 744	17 454	14 644*
Total	45 135	44 604	43 468	42 624	41 196*

*1981 - estimates

Students at A. B. Lucas Secondary School stand amidst almost 12,500 tins of food collected during a two-day blitz. The food was distributed to needy families through the Salvation Army. This scene is representative of the many community services performed by students.

Photo credits:
London Free Press — cover and pages 2, 4, 6, 8, 9, 10, 12, 20
Learning Materials Centre — pages 13, 14, and 15.

A Publication of:
The Board of Education
for the City of London
Box 5873
London, Ontario N6A 4T5

Cover Picture

Chris Labrinos and Nan Phan, students at Lord Roberts Public School found the going a little difficult in the school's "Run to the Pacific".

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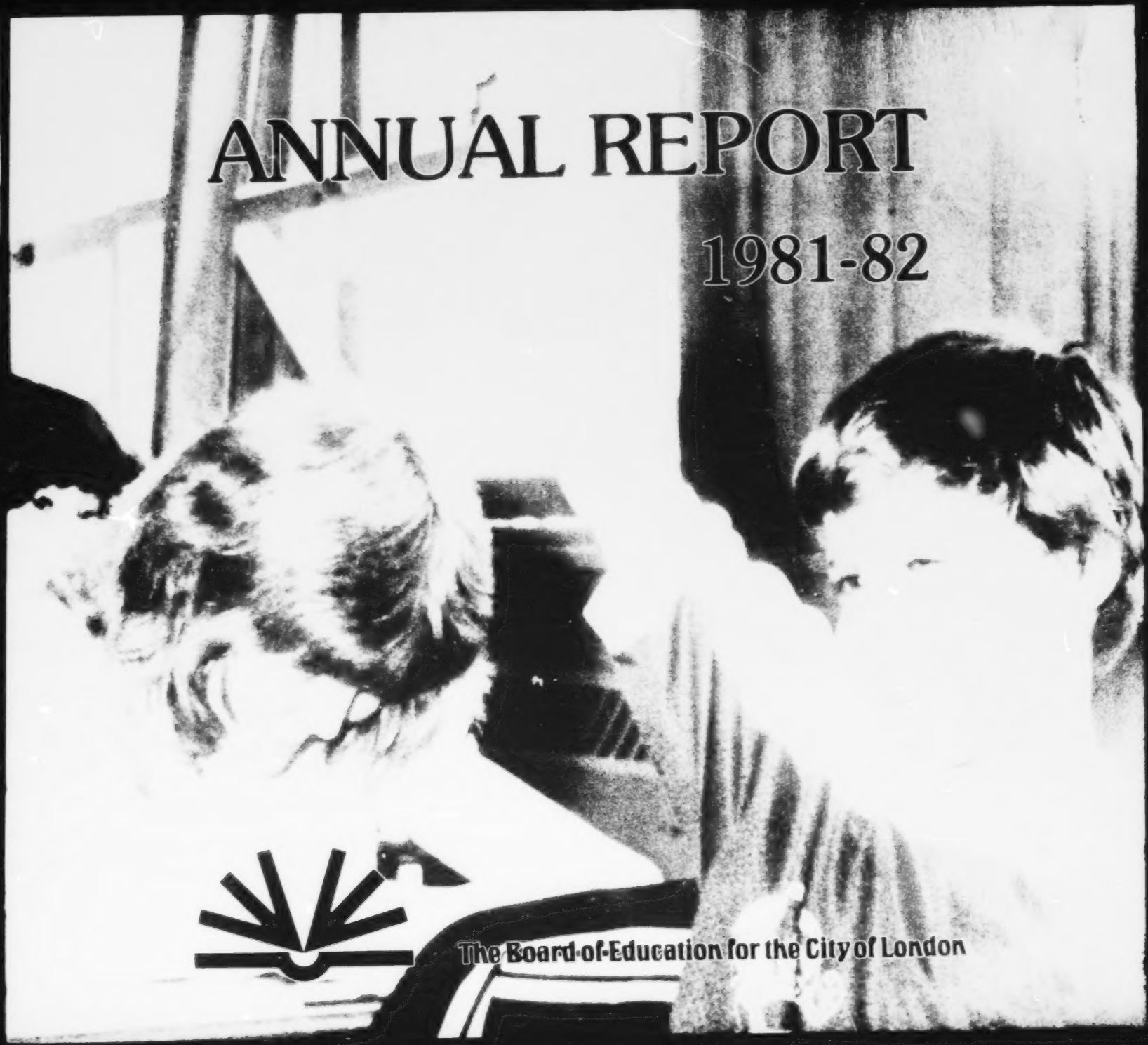
ANNUAL REPORT

1981-82



The Board of Education for the City of London

Steven Sorge, gleefully responds to a question from his Grade 5 teacher, Susan Masciotra, at Masonville Public School. Lorrie Grant and Nicole Lundy, also enjoy the exchange.

The Annual Report provides an opportunity to review the events of the year and to present to the public a summary of the activities of the Trustees and Administration of the Board of Education for the City of London.

This year has been a very active one, a year of progress and challenge. In a year of economic slowdown and fiscal restraint the Board has been presented with new and different challenges. The challenges have been met with the support and cooperation of staff at all levels. The system has continued to progress in many areas and, even in the face of continued economic uncertainties, is in a strong position to meet all of the challenges that are ahead.

Since the last review many changes have taken place, including the closure of the first Secondary School by the Board -- Sir Adam Beck Secondary School. The year has seen a great deal of activity in the development of computer services and the introduction of computers to schools. Included in the move to the Computer Assisted Learning environment was the setting up of an orientation program at the Grade 5 level. A recognition of the need for long range planning has resulted in action to improve the planning process. The province has dramatically changed the funding of Continuing Education Programs, making it necessary to curtail certain very popular and active programs.

In all of the business of the Board the Trustees have provided full support to me and made the Chairman's position a most rewarding role.

The coming year will no doubt be a most challenging time as Governments attempt to eliminate our economic problems. The Board will be faced with difficult decisions but I am optimistic that it will make the decisions that will keep the London education system one of the finest in Ontario and one of which we can all be proud.

I trust you will read this report with interest and let us know how you feel about the activities of the Board during the past year.

John P. Ferris,
Chairman

The London Police Department provides a continuing safety program at all grade levels in the elementary panel. Constable Maurice Coughlin enjoys his task of talking on safety education to a kindergarten class during Safety Week.

From the Director

Madeline Hardy
Director

In outlining the events and accomplishments of the 1981-82 school year it is a pleasure, as Director of Education, to report the conclusion of a year marked by progress and program growth in the schools of the Board of Education for the City of London. Although the period was marked by general economic decline, falling school enrolment, and fiscal restraint, educational advancements occurred, none the less, to the great credit of all those involved in the Board's extensive educational enterprise.

EDUCATIONAL SUCCESS

Over many generations the public school supporters of London have promoted and encouraged educational excellence and, as a result, the community can be justly proud of the quality of education offered in its schools. The schools are achieving success in a number of important areas, and, lest they be taken for granted, it is well to review them. The London schools have:

- A continuing objective of quality education for all students,
- An emphasis on skill development in basic curriculum areas,
- An important focus on the individual student,
- Talented employees,
- Good relationships among students and teachers,
- A sincere desire to meet the needs of all students,
- Positive relationships with parents,
- Fine physical plants,
- Community interest in the schools,
- Fine extra-curricular activities, and
- A great variety of activities and opportunities for students.

ACCOMPLISHMENT OF MAJOR OBJECTIVES

The twelve major objectives which the Board set for the school system for the 1981-82 school year were accomplished to a high degree of satisfaction. I shall comment briefly on those which I consider of greatest significance for the schools and students:

Student-Centred Learning – The provision of student-centred learning is an ongoing, basic philosophy of the school system. With this belief, the individual student, his needs and aspirations, are given their rightful place of central importance. With each student an attempt is made to provide an appropriate and challenging education.

Citizenship – A committee studied the role of the student as citizen of his school and community and public meetings were held to determine the expectations of the public regarding student behaviour. The schools were commended for developing positive and caring attitudes and for involving students in a great variety of service work in the community. The importance of all Board employees and all adult members of the community as models of good citizenship for students was stressed.

Computers in Education – During 1981-82 the Board made a significant move into the future with the acquisition of computer equipment to serve both administrative and instructional needs. Many schools were the fortunate recipients of microcomputers donated by individuals, parent groups, and service clubs. A program to teach computer literacy to all grade five students was initiated.

Public Information – A concerted effort was made to acquaint the public with the programs and activities of the schools. This was accomplished through newsletters, school bulletins, increased media releases, and audio-visual presentations to community groups of all kinds.

Special Education – In keeping with Ontario Ministry of Education regulations, the Board filed its five-year plan for providing programs for students with various kinds of special needs. The system has in place a network of special education services which is exemplary.

Other Accomplishments – A number of less major but not less important accomplishments were realized during 1981-82:

- The Board set a realistic budget which reflected the economic times but preserved existing programs,
- An ongoing committee was established to consider the development of alternative programs within the schools,
- A French Immersion program was established,
- Emphasis was placed on work experience as an important part of technical, business, and vocational programs,
- Canada Day was celebrated in all London schools on 1982 April 16,

Move over, readin', writin' and 'rithmetic. Computin' is coming to the classroom. Nicholas Wilson Public School pupils Andrea Dewsbury, left, Angela Gough, Dwayne Hodgins and Bill Leiper, seated, get acquainted with two computer terminals bought by the parent-teacher association.

– Numbers of community volunteers in schools increased and a Volunteer Appreciation Day was held to honour them,
– Education Week provided an opportunity for the public to visit the schools and to enjoy musical, dramatic, and artistic events offered in most schools, and
– The contributions of parent groups increased and continued to be appreciated.

TRUSTEES

In my work as Director of Education I am closely associated with and supported by the seventeen publicly-elected trustees who represent the ratepayers in developing the policies upon which the school programs are built. The job of trustee is a difficult and onerous one and is demanding of time and energy. In spite of this, trustees continue to serve willingly, to spend long hours on numerous committees, to assist the public with concerns and problems, and to support the schools, employees, and students. My respect for the public school system increases continually as I watch the work of the trustees. I am especially appreciative of the optimistic support and encouragement I have received from the two chairmen with whom I worked during 1981-82, May Parkinson and John Ferris.

IN CLOSING

Were we to allow it, the 80's could be a time of pessimism. School enrolment dropped from 48,162 in 1971 to 41,986 in 1981 and since 1967 seventeen London schools have ceased operation. However, by 1986 enrolment will begin to increase again and, in the meantime, we must focus our attention on our greatest resource, our students. Schools have the unique responsibility of preserving the best of the past as a cultural heritage for future generations while at the same time developing students for a modern future.

Six-year-old Jay Toth gets guidance from his buddy, Shona Eakins, 12, at St. George's Public School in London.

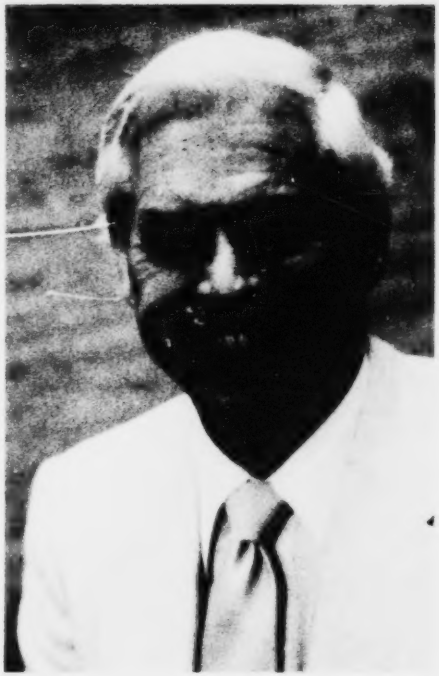
May I express my sincere appreciation to each member of the great team of people whose dedication and hard work make possible the functioning of our schools. I include here all employees, principals, and members of the senior administration.

I am continually encouraged and refreshed by my visits to our schools and by my association with students. As Director of Education I am able to assure the public that we shall continue to provide the best possible education for every student in every school in London.

Madeline I. Hardy
Director of Education

Teachers throughout the system are constantly involved in in-service training programs. Welding teachers, above, are updating their knowledge of the type of equipment now being used in the industry.

PROGRAM



R. T. Macaulay
Superintendent
Program

GENERAL PROGRAM DEVELOPMENT

Program thrusts are becoming increasingly integrative as planners and teachers attempt to aim their efforts at meeting the needs of each individual student. Such a goal is necessary for all educators to communicate with the student in terms that are clear to him/her so that the application of the curriculum in each instance is appropriate and, therefore, productive and effective.

It follows that the development of communication (language) skills must be a shared responsibility of all teachers in all subject areas. No longer will English teachers be solely responsible for these skills. Each school is developing or has developed its own Language Across the Curriculum policy which is expected to facilitate learning and to enhance communication skills to a considerable degree.

In short, the new emphasis, which will help to coordinate all curricula, is that of using the curriculum to address the particular needs of each student so that he/she can be moved onward from his/her present level of achievement.

PROFESSIONAL DEVELOPMENT

In October, a series of area professional development days were conducted at which the Director introduced the theme for the year: "Student Centred Learning". Workshops which began to develop this theme followed the address by Dr. Hardy. Individual school staffs and subject groups continued development of student-centred learning throughout the year. A second series of area professional development days in April provided a follow-up for these activities and a continuation of the theme.

The system-wide professional development day program in February began with an evening address by Dr. John Novak, keynote speaker from Brock University. Dr. Novak spoke on "Invitational Learning". This was followed by a full day of activities and workshops held on the UWO campus. Over 200 workshops in various disciplines were offered to London teachers and College students.

The remaining professional activity days were used for in-school professional development sessions, student evaluation, parent interviews and school management.

FIELDTRIP 1982

The tenth anniversay of this professional development program for teachers, sponsored by Abitibi-Price, Inc. in cooperation with the London Board of Education, took place in June. Forty-seven educators, including seventeen from London, spent nine days in the Cold Lake area of Alberta and in the province of Saskatchewan gaining first-hand knowledge and experience of agriculture, government, industry, the military and the unique Hutterite and Ukrainian communities. Pictures, materials and the knowledge gained from FIELDTRIP have been used by many teachers to develop classroom units and presentations for the benefit of London students.

LINKAGE

Linkage program is designed to allow recognition, in the total apprenticeship training program, for units of study completed in secondary school. Under the program a student can gain an exemption from the Community College part of the apprenticeship training of up to eight weeks.

The program was established by the Ministry of Education in 1979 and during the past year 785 London students participated. At present the program is applicable only to students registered in one of the following programs — Baking, Meat Cutting, Auto Mechanics, Food Services, Hairdressing, and Machinist Trades.

A student registered in the program receives a record book in which the teacher certifies completion of particular units when the student has achieved the required standard. The training profile used in the secondary school is identical to the basic program at the Community Colleges. Graduates are, therefore, usually exempted from the first of the three eight-week training periods at the Colleges. The advantage of Linkage is that

Ricky Sousa, age 3, smiles in response to a question from teacher Julie Eskra at Lorne Avenue Public School. Ricky is seen in the hearing impaired class.

graduates, as beginning employees, are able to offer employers practical skill experience and theoretical training that meet industry standards.

HOSPITAL ORIENTATION

The hospital orientation program is an experiential program for kindergarten classes. The program provides a unique experience for the children to learn about the hospital and the people who work there.

During their visit to the hospital the children are welcomed by the staff and are shown a slide program. A puppet show helps relax the children and they then experience and explore hospital clothing and equipment. They also receive a doctor's cap and a hospital colouring book to take home. The teacher receives a kit of materials for use in follow-up activities in the classroom.

The positive associations and knowledge gained through this experience help to reduce the incidence of traumatic reaction when a child is hospitalized.

The program is offered through the co-operation of Victoria Hospital and is co-ordinated by Dr. Paul Patterson and staff members from the Child Life Department of War Memorial Children's Hospital.

HEARING IMPAIRED

The main objective in the education of deaf people is to assist them to develop the ability to communicate readily and easily with other people.

Classes for hearing impaired children are held at Lorne Ave. Public School. Children may enter the program, beginning at the pre-school level, on their second birthday.

The purpose of the program is to help children to develop sufficient understanding and use of oral language to be able to achieve success in a regular class. This ability will eventually allow them to develop the attitudes, skills, and knowledge necessary to function and participate fully in a hearing world.

Parents are given counselling on behavioural problems and on hearing-aid management. They are shown how to work with the child at home to further their language development. Parents are also invited to spend one session a week with their child and teacher.

FRENCH IMMERSION

The French Immersion Kindergarten, which was approved by the Board in March, was organized, fully readied and operating in September at Lorne Avenue Public School with 19 students. The program has been completely successful, and 18 of the students will be continuing in Grade 1 French Immersion.

To provide an opportunity to parents who had been unable to place their child in French Kindergarten, the Board also decided to offer beginning French Immersion in Grade 1 in the coming year. To this end, registration was extended into the month of April and this new program has received a good response.

In keeping with the Board's expansion of the French programs, the Modern Language Centre also prepared for the coming implementation of the Grade 8 late French Immersion program. At the close of registration, 48 students had chosen to participate in this new second language venture.

ART POLICY

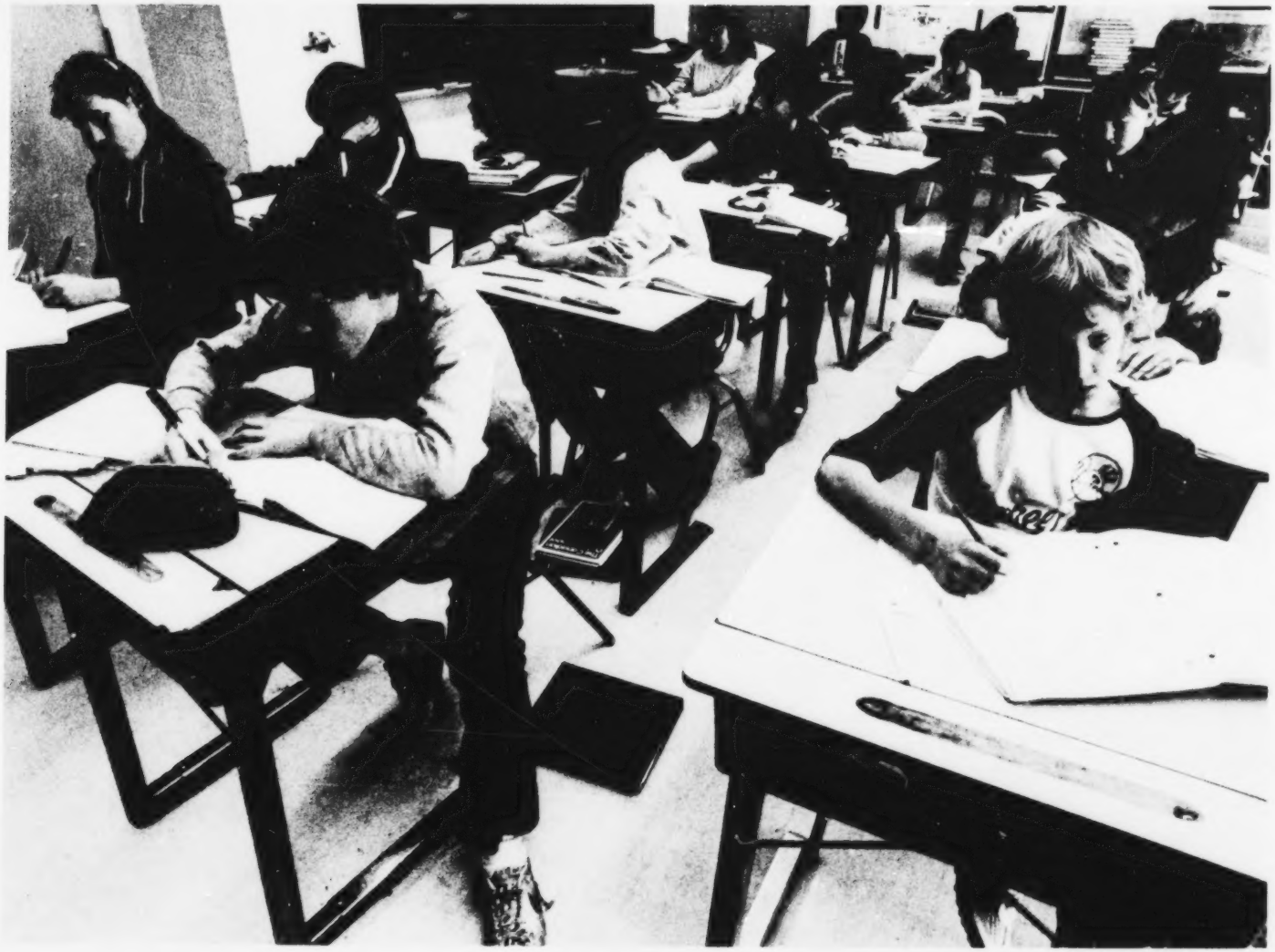
An Arts Committee was established during the year to develop a philosophy and recommendations on works of art in the schools. In May, the Board approved a policy, recommended by the Committee, which recognizes the cultural and aesthetic contribution that the collection of works of art in schools makes to both the students and the citizens of London. Works of original art will be displayed in schools in a location which provides security and affords a maximum degree of accessibility to students and staff. In addition, under certain conditions, original art works will be lent to public galleries in the community for the viewing pleasure of the public.

PROGRAMME DE FRANÇAIS

L'Ecole Alexandra a ouvert ses portes en septembre dans ses nouveaux locaux, Promenade Hunt Club, lieu de l'ancienne école Oak Park. L'école peut maintenant offrir un gymnase, des installations modernes et de grands espaces verts. Les parents y ont ajouté des équipements de jeu d'une valeur de $10,000.00

L'année académique a connu de nombreuses innovations. Parmi les plus importantes, nous retenons le nouveau curriculum pour l'enseignement du français, la prématernelle, l'enseignement des instruments à cordes, les moniteurs de langue française, la brigade de sécurité pour le transport scolaire, la publication d'une brochure décrivant l'école ainsi que d'un recueil de textes littéraires créés par les étudiants, le développement des activités sportives extra-curriculaires, et les cours de conversation française pour les parents.

De plus, des documents — ressources publiés en français ont été ajoutés à la section professionnelle de la bibliothèque au Centre Educatif, rue Elmwood.



Grade 7 pupils at Northridge Public School are shown working on a mathematics assignment.

OPERATIONS

W. Ford
Superintendent
Operations

ENROLMENT TRENDS

1981-82 was an exciting and demanding year in the Operations Department. Secondary school enrolment continued to drop and was 462 fewer than in 1980. The decline in the elementary panel, while much more moderate, continued with an enrolment of 262 less in September 1981 than in the previous year.

The enrolment decline will continue until 1986 with our secondary school population reducing to an expected 15,400 students. The elementary panel forecast is for 24,700 students in 1986.

The Operations Department continues to manage the staffing needs of the school system within the approved complement. Declining enrolment does present problems of surplus teachers but so far no permanent teachers have had to be dismissed. Natural attrition, unpaid leaves of absence, sharing of work and other types of leave have reduced the teaching staff to the approved complement. Whether this situation will prevail in the face of increasing declines is questionable.

DISCIPLINE

Discipline and classroom management were major topics of consideration during the year. In 1981 March the Board banned corporal punishment as a form of disciplinary action within the school system. Following this a committee of parents, trustees, teachers and administrators over a period of several months developed a manual on classroom management and discipline.

The manual recognizes that positive experiences for students have great value in changing attitudes and provides a series of alternatives and strategies for use in developing disciplined classrooms. Suspensions are recommended to be used judiciously for serious infractions.

On the whole, the high level of discipline in the school system is a compliment to the collective work of the staff and the complementary interaction among the Principal, the staff, the students and the community.

SUMMER SCHOOL

The 1982 Summer School program operated at nine locations and had a total enrolment of 3,595 students. Classes, depending upon the nature of the program, ranged in duration from two weeks to six weeks.

1,395 students attended classes at H.B. Beal Secondary School to improve their credit standings. Another 838 students took new credits at A.B. Lucas Secondary School.

The second annual Summer Music Program was carried out at Central Secondary School with 340 Grade 7-12 music students participating. Activities included group and individual instruction, concerts and vocal classes. The highlight of the program was an ensemble concert given by the senior students on the final day.

Lorne Avenue Public School was the centre for 586 Grade 7 and 8 students who were completing their English and Mathematics courses. English as a second language was offered at three locations to 265 students.

Students in the secondary school program came from the fourteen secondary schools in London and from forty-seven other schools within the Province. There were nine students from post-secondary institutions. A number of adult students, from the community, also attended.

The elementary school program had students from fifteen London schools and 10 other schools.

SCHOOL CLOSINGS

As the Elementary and Secondary School populations continue to decline the problems of small classes, double classes and the ability to provide service caused the Board to look at school accommodation and consolidation of facilities to solve the problems.

A Study Committee at Kensal Park Public School, a school faced with a rapid decline in student enrolment, undertook a year-long review of the program and potential future enrolment. The result of the study was a recommendation to the Board to close the school. The Board accepted the recommendation and the school closed on 1982 June 30. Students are being accommodated in the neighbouring schools.

1982 June 30 also marked the last day for Sir Adam Beck Secondary School as a school within the London system. During the last year of operation at Beck the students and staff of the school worked hard to make it a great year. There were parties and reunions to celebrate the life of a fine educational facility within the city. With the closure of Beck, students from the attendance area are now attending Central, Clarke Road, Montcalm, Wheable and H.B. Beal Secondary Schools.

SCHOOL LEAVERS

In June of 1981 a committee of trustees, teachers and administrators reported to the Board with 61 recommendations for improvements aimed at reducing the school dropout rate within the secondary school system. In September the report was made available to all teaching personnel for consideration, and plans were made with the Principals for implementation of the recommendations. The general aim of the recommendations is to turn the secondary schools into friendlier places where students feel welcome and comfortable and know where to seek answers to problems when they are having difficulties.

The report recognized exemplary efforts in some schools and recommended adoption of these throughout the system. This process is underway and, as an example, the student advocacy system now exists in all schools. Efforts are also being made to adopt procedures that help grade nine students adapt more easily to their new environment.

A year long study was also undertaken to establish reliable statistics on the real extent of the problem. A preliminary report in 1982 May indicated that the problem was not as great as previously thought. The report indicated that only 2.34% of the students in the system left school with limited prospects.

There's lots to be done getting ready for school opening. Sharon Bell of Ryerson is shown getting texts in order.

BUSINESS

J. H. Morris
Superintendent Business
and Treasurer

STAFF DEVELOPMENT

In keeping with our stated objective of placing greater emphasis on staff development for non-teaching employees, an expanded program of professional development was conducted during 1981-82. Feed-back indicates the programs were quite successful, and similar programs will be introduced for the Academic Council and Principals for 1982-83. This past year also saw the establishment of the Staff Development Coordinating Committee to develop a coordinated three-year program of staff development for employees at all levels. It is anticipated that all professional development activities will be coordinated through this mechanism.

In order to assist in improving our evaluation practices for managerial and supervisory staff, follow-up workshops were conducted based upon the performance appraisal workshops held for supervisory employees in 1980-81.

ADMINISTRATION

In keeping with our general objective of improving system efficiency, the microfilming of personnel and payroll records of all former employees was completed by August 1982.

A second major objective in this area is the improvement in the quality of information available for decision-making. In this regard the preliminary work has been completed for converting our personnel and payroll record systems to the Ministry of Education programs in order that these applications might be run on our new computer hardware. This conversion is expected to be completed during the next school year, in preparation for the ultimate conversion to the new on-line Integrated Personnel/Payroll System being developed by the Ministry of Education for 1984.

COMPUTER SERVICES

The Computer Services Department was restructured to improve and strengthen the liaison and technical support functions in both the academic and administrative areas. In addition, the capability to provide assistance to departments for the review and improvement of office procedures has been developed.

The VAX computer network, as approved by the Board, has proceeded on schedule. Each of the VAX 750 computers, located at H.B. Beal and Saunders Secondary Schools, supports two satellite locations. The satellites are at Clarke Road, A.B. Lucas, Westminster and Laurier Secondary Schools. Students have access to the computers through the 66 video terminals available at the various locations.

The VAX 780 computer provides support to administrative departments and to a data system pilot project involving six elementary schools and one secondary school.

During the year, work has been carried out on the implementation of an integrated financial system, a payroll system and a student guidance information system. A secondary school attendance system and an elementary school student data system were also developed. Future plans call for a comprehensive student data system, an integrated personnel system and other projects related to the advanced capabilities of the computers.

BUDGET

In April, after nine weeks of deliberations, the Board approved a budget of $121,509,642. This budget represented a 13.5% increase in expenditure and a 9.9% increase in tax rate over the 1981 budget. To hold the tax rate at the 9.9% increase the Board transferred $1.47 million from reserve funds to the current operating budget and carried forward, from 1981, a surplus of $0.84 million. A growth of 2.8% in assessment and an 11.4% increase in provincial grants were also important factors in keeping the level of tax increase below the rate of inflation.

Local taxpayers contributed 46.5% of the 1982 budget. The balance was made up of 48.6% in provincial grants and 4.9% in fees from other Boards.

Included in the expenditures was a capital budget of $1,521,532. Major items in the budget were a demountable gymnasium for Westdale Public School at a cost of $120,000 and renovations to Byron Southwood Public School costing $610,000. The budget also

included $78,000 to provide temporary relocation of the students from the Byron Southwood area at the former Kensal Park Public School during the renovation period.

RENOVATIONS AND MAINTENANCE

A renovation program was undertaken at South Secondary School to bring the school up to present fire-safety standards. In addition, the science department was modernized and an art room installed. The total cost of the project was $825,000.

Under the grant assistance program for the installation of energy controls 14 elementary schools were added to the Board's computerized control program. 3 991,054 square feet of school space out of 4,962,396 square feet is now on the energy conservation program.

The asbestos control program to locate and either to remove or to encapsulate friable asbestos was completed during the summer months.

A demountable gymnasium was constructed at Westdale Public School to provide the school with suitable space for a physical education program. This was part of the continuing program to provide gymnasia at all elementary schools.

During the year a structural defect in the roof at Byron Southwood Public School was detected. As the defect posed no safety problem additional temporary supports were installed and school continued until the end of June, at which time major renovations were undertaken.

Regular maintenance programs including roof repairs, window replacements and painting were carried out on a regular basis.

Maintenance staffs take the opportunity during the summer months to paint the schools. Mark King works from a lofty perch to paint windows at Central Secondary School.

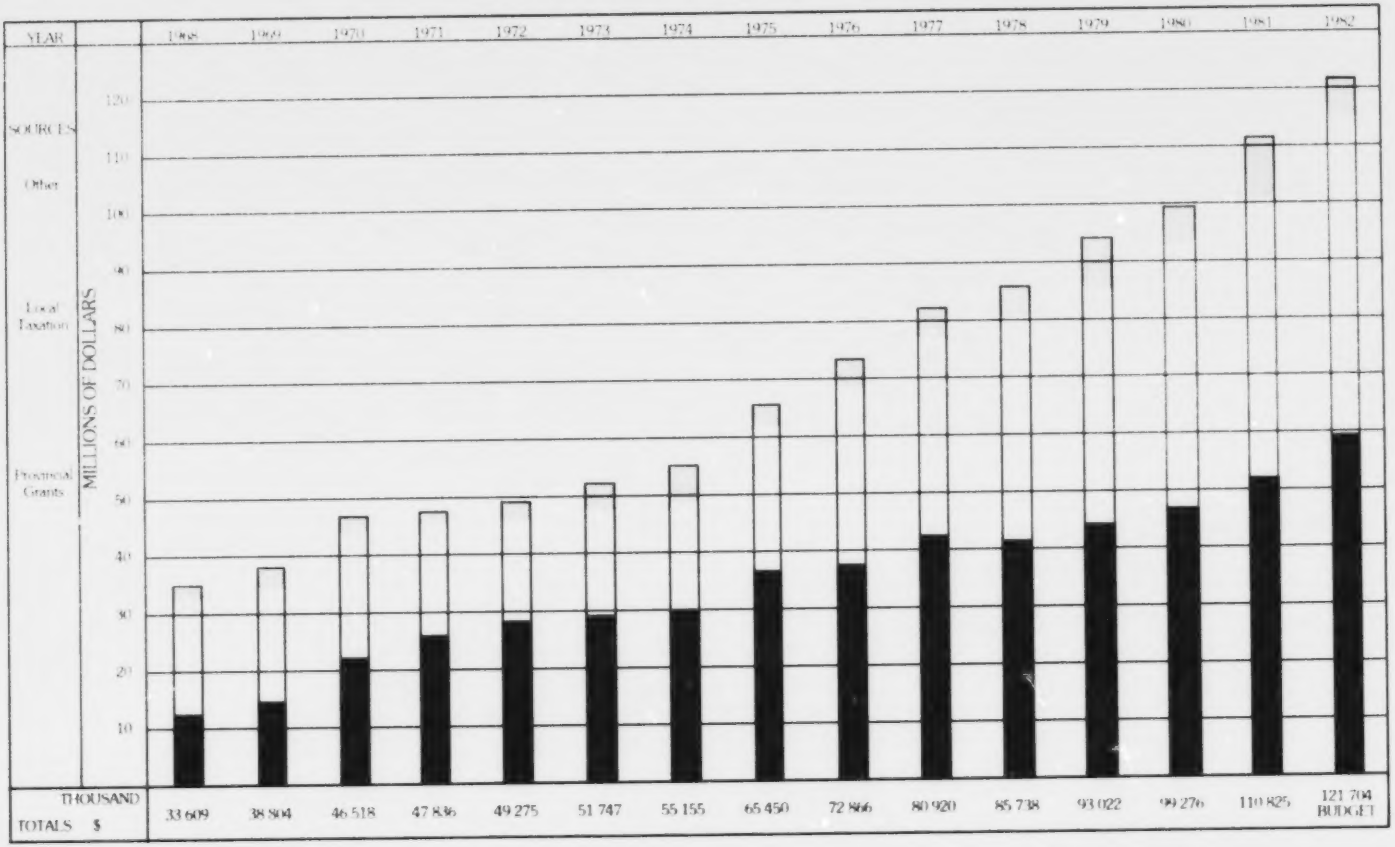
FINANCIAL STATEMENTS
(Ministry of Education Format in Thousands of Dollars)

REVENUES	1978 Actual	1979 Actual	1980 Actual	1981 Actual	1982 Budget
Local Taxation	$38 955	$41 921	$46 270	$50 808	$56 527
General Legislative Grants	42 385	44 312	47 657	52 590	59 198
Tuition Fees	2 689	2 746	2 882	3 106	2 774
Rental Revenue	57	81	85	117	130
Recovery of Capital Expenditure	157	2 090	389	1 024	48
Transfer from Other Funds and Reserves	855	1 033	864	1 552	1 900
Other Revenue	640	839	1 129	1 628	1 127
	$85 738	$93 022	$99 276	$110 825	$121 704
EXPENDITURES					
Business Administration	$ 1 635	$ 1 763	$ 1 883	$ 2 256	$ 2 310
General Administration	—	—	—	—	460
Computer Services	493	525	609	715	929
Instruction	66 315	70 793	76 155	83 819	94 534
Plant Operation & Maintenance	11 188	11 920	12 541	14 429	15 355
Pupil Transportation	1 012	1 321	1 660	2 070	2 605
Tuition Fees	26	12	34	42	26
Capital Expenditure (Non-Allocable)	790	1 278	1 283	2 543	1 948
Other Operating Expenditure	54	41	22	12	121
Debt Charges & Capital Loan Interest	2 872	2 675	2 563	2 471	2 244
Non-Operating Expenditure	1 353	2 694	2 526	2 468	1 172
	$85 738	$93 022	$99 276	$110 825	$121 704

HOW THE EDUCATIONAL DOLLAR IS SPENT

	1978 Actual	1979 Actual	1980 Actual	1981 Actual	1982 Budget
Business Administration	1.91¢	1.93¢	1.90¢	2.03¢	1.90¢
General Administration					.38
Computer Services	.58	.57	.61	.65	.76
Instruction	77.35	77.49	76.71	75.63	77.68
Plant Operation & Maintenance	13.05	13.05	12.63	13.02	12.62
Pupil Transportation	1.18	1.45	1.67	1.87	2.14
Capital Expenditure (Non-Allocable)	.92	.74	1.29	2.29	1.60
Other Operating Expenditure	.09	.06	.06	.05	.12
Debt Charges and Capital Loan Interest	3.35	2.93	2.58	2.23	1.84
Non-operating Expenditure	1.57	1.78	2.55	2.23	.96
	100.00¢	100.00¢	100.00¢	100.00¢	100.00¢

OPERATING REVENUES RECEIVED



THOUSAND TOTALS $	33 609	38 804	46 518	47 836	49 275	51 747	55 155	65 450	72 866	80 920	85 738	93 022	99 276	110 825	121 704 BUDGET
% OF REVENUE															
Local Taxation	56 4	51 4	45 3	40 2	37 1	37 5	35 1	37 1	42 8	43 1	45 4	45 1	46 6	45 8	46 5
Provincial Grants	36 5	36 6	49 1	54 9	57 1	56 4	54 3	58 2	52 2	52 6	49 4	47 6	48 0	47 5	48 6
Other Revenue	7 1	12 0	5 6	4 9	5 8	6 1	10 6	4 7	5 0	4 3	5 2	7 3	5 4	6 7	4 9
	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0
Enrolment (full time equivalent in thousands)	43 8	45 1	46 0	46 5	46 5	46 3	45 4	45 3	44 9	44 4	43 7	42 8	41 9	41 2	40 3

Kim Bowers braids four year old Kim Antonucci's hair as teacher Joan Harland, Thames Secondary School, looks on.

Photo credits London Free Press – cover and pages 2, 4, 5, 10, 12, 14, 17 F. Mason – page 6

A Publication of:
The Board of Education
for the City of London
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London, Ontario N6A 4T5